

## Wellford Elementary

684-Syphrit Rd.  
Wellford, South Carolina 29385

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	534 Students	
<b>Principal</b>	Greg Wood	864-949-2385
<b>Superintendent</b>	Scott Turner	864-949-2350
<b>Board Chair</b>	Bo Corne	864-949-2350

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	44	39	3	0

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Good	Below Average	Yes
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Average	Unsatisfactory	Yes

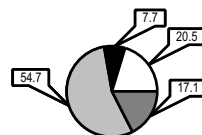
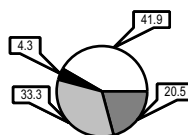
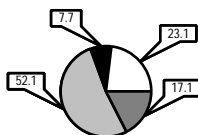
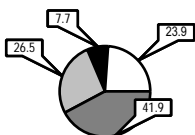
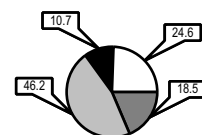
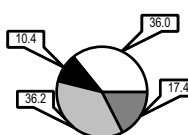
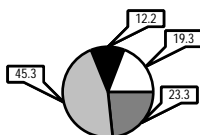
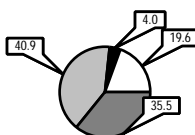
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	128	100.0	23.9	26.5	41.9	7.7	58.1	Yes	Yes
<b>Gender</b>									
Male	64	100.0	31.0	22.4	41.4	5.2	51.7		
Female	64	100.0	16.9	30.5	42.4	10.2	64.4		
<b>Racial/Ethnic Group</b>									
White	83	100.0	18.7	21.3	49.3	10.7	66.7	Yes	Yes
African American	34	100.0	28.1	37.5	31.3	3.1	50.0	I/S	I/S
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	107	100.0	15.6	28.1	46.9	9.4	66.7		
Disabled	21	100.0	61.9	19.0	19.0	0.0	19.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	128	100.0	23.9	26.5	41.9	7.7	58.1		
<b>English Proficiency</b>									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	118	100.0	22.2	25.9	43.5	8.3	61.1		
<b>Socio-Economic Status</b>									
Subsidized meals	75	100.0	32.4	32.4	32.4	2.9	45.6	Yes	Yes
Full-pay meals	53	100.0	12.2	18.4	55.1	14.3	75.5		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	128	100.0	23.1	52.1	17.1	7.7	46.2	Yes	Yes
<b>Gender</b>									
Male	64	100.0	22.4	50.0	17.2	10.3	50.0		
Female	64	100.0	23.7	54.2	16.9	5.1	42.4		
<b>Racial/Ethnic Group</b>									
White	83	100.0	20.0	53.3	17.3	9.3	48.0	Yes	Yes
African American	34	100.0	28.1	46.9	18.8	6.3	43.8	I/S	I/S
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	107	100.0	15.6	56.3	19.8	8.3	53.1		
Disabled	21	100.0	57.1	33.3	4.8	4.8	14.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	128	100.0	23.1	52.1	17.1	7.7	46.2		
<b>English Proficiency</b>									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	118	100.0	22.2	51.9	17.6	8.3	46.3		
<b>Socio-Economic Status</b>									
Subsidized meals	75	100.0	32.4	52.9	11.8	2.9	36.8	Yes	Yes
Full-pay meals	53	100.0	10.2	51.0	24.5	14.3	59.2		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	128	100.0	41.9	33.3	20.5	4.3	24.8
<b>Gender</b>							
Male	64	100.0	37.9	34.5	20.7	6.9	27.6
Female	64	100.0	45.8	32.2	20.3	1.7	22.0
<b>Racial/Ethnic Group</b>							
White	83	100.0	34.7	33.3	26.7	5.3	32.0
African American	34	100.0	50.0	37.5	9.4	3.1	12.5
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	107	100.0	35.4	35.4	24.0	5.2	29.2
Disabled	21	100.0	71.4	23.8	4.8	0.0	4.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	128	100.0	41.9	33.3	20.5	4.3	24.8
<b>English Proficiency</b>							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	118	100.0	39.8	34.3	21.3	4.6	25.9
<b>Socio-Economic Status</b>							
Subsidized meals	75	100.0	57.4	27.9	13.2	1.5	14.7
Full-pay meals	53	100.0	20.4	40.8	30.6	8.2	38.8

<b>Social Studies</b>							
All Students	128	100.0	20.5	54.7	17.1	7.7	24.8
<b>Gender</b>							
Male	64	100.0	24.1	48.3	15.5	12.1	27.6
Female	64	100.0	16.9	61.0	18.6	3.4	22.0
<b>Racial/Ethnic Group</b>							
White	83	100.0	14.7	54.7	22.7	8.0	30.7
African American	34	100.0	28.1	53.1	9.4	9.4	18.8
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	107	100.0	13.5	58.3	18.8	9.4	28.1
Disabled	21	100.0	52.4	38.1	9.5	0.0	9.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	128	100.0	20.5	54.7	17.1	7.7	24.8
<b>English Proficiency</b>							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	118	100.0	18.5	54.6	18.5	8.3	26.9
<b>Socio-Economic Status</b>							
Subsidized meals	75	100.0	26.5	55.9	11.8	5.9	17.6
Full-pay meals	53	100.0	12.2	53.1	24.5	10.2	34.7

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	121	100.0	17.8	31.4	44.9	5.9	50.8
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	128	100.0	23.9	26.5	41.9	7.7	49.6
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	121	100.0	13.6	62.7	18.6	5.1	23.7
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	128	100.0	23.1	52.1	17.1	7.7	24.8
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	128	100.0	41.9	33.3	20.5	4.3	24.8
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	128	100.0	20.5	54.7	17.1	7.7	24.8
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 534)</b>				
First graders who attended full-day kindergarten	86.7%	Down from 100.0%	100.0%	100.0%
Retention rate	1.3%	Up from 0.9%	3.0%	3.0%
Attendance rate	95.9%	Down from 96.1%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	4.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	3.6%	3.2%
Eligible for gifted and talented	7.9%	Down from 12.0%	14.0%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.3%	Down from 6.9%	9.1%	8.2%
Older than usual for grade	0.0%	Down from 0.4%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 1.2%	0.0%	0.0%
<b>Teachers (n= 38)</b>				
Teachers with advanced degrees	52.6%	Down from 56.1%	53.3%	52.6%
Continuing contract teachers	73.7%	Up from 73.2%	86.1%	83.3%
Highly qualified teachers	97.1%	Down from 97.2%	92.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	83.7%	Up from 77.9%	88.2%	87.0%
Teacher attendance rate	93.8%	Down from 93.9%	95.1%	95.0%
Average teacher salary	\$36,249	Down 1.8%	\$41,662	\$41,703
Prof. development days/teacher	14.8 days	Up from 11.5 days	13.1 days	12.8 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 17.4 to 1	18.9 to 1	18.8 to 1
Prime instructional time	88.3%	Down from 89.0%	89.8%	89.8%
Dollars spent per pupil*	\$6,270	Down 0.4%	\$6,095	\$6,242
Percent of expenditures for teacher salaries*	69.5%	Up from 69.3%	66.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.5%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The students, faculty, and staff of Wellford Elementary created many special memories in 2004-2005 as we celebrated our theme "Down on the Farm at Wellford Elementary." Our students were able to experience new and exciting learning opportunities while also learning to serve others in our school and community.

We had several noteworthy achievements during the 2004-05 school year. First, we were named as a second time winner of the South Carolina Red Carpet School Award for our customer friendly service to Wellford students, parents and our community. Furthermore, Mrs. Stephanie Seay, a Kindergarten teacher, was selected as the 2005 South Carolina State Teacher of the Year. Mrs. Sabrina Coan, a first grade teacher, was named as the District Five Teacher of the year for our district and will represent District Five and Wellford in the state program. Congratulations to the entire Wellford family!

As you see in this report, our students performed well on the Palmetto Achievement Challenge Test (PACT) when compared to the state in the percentage of students meeting standard on the test. We expect to improve our performance in English/Language Arts as we are focusing on implementing reading comprehension strategies into our instructional program. We will continue to provide our students with a systematic approach to mathematics from the Everyday Math program while integrating our science and social studies standards throughout our curriculum.

For students who score Below Basic, additional instruction is provided through our tutorial program before school, our after-school academic enrichment program, our three-week summer program and our SOAR to Success supplemental reading program.

We invite you to become actively involved in your child's educational experience at Wellford by volunteering, attending our parent breakfasts, PTA meetings and family activity nights. Only by working together can we best serve your child.

On behalf of our faculty and staff, we appreciate your support of Wellford Elementary, "Where Children Love to Learn."

Greg Wood - Principal

Tiffany Thompson - School Improvement Committee Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	0	120	53
Percent satisfied with learning environment	N/R	91.6%	94.2%
Percent satisfied with social and physical environment	N/R	90.8%	92.5%
Percent satisfied with school-home relations	N/R	93.3%	84.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.